

CENTRAL INTELLIGENCE AGENCY

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The Factor Evaluation System
Of
Position Classification

DIRECTOR OF PERSONNEL ACTION:

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OFFICE OF PERSONNEL
POSITION MANAGEMENT & COMPENSATION DIVISION

THE FACTOR EVALUATION SYSTEM

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THE FACTOR EVALUATION SYSTEM

The Factor Evaluation System (FES) is a method of assigning grades in the classification of nonsupervisory positions, GS-1 through GS-15 under the General Schedule. The system does not cover supervisory positions.

A. DEFINITIONS

Position classification involves the grouping of positions into classes which can be given treatment for both personnel and pay administration purposes. These classes are identified by titles, series and grades.

Position means the work, consisting of the duties and responsibilities, assignable to one employee.

Class or class of positions include all positions which are sufficiently similar as to:

- Kind or subject matter of work;
- Level of difficulty and responsibility; and
- The qualification requirements of the work

to warrant similar treatment in personnel and pay administration.

Grade includes all classes of positions which, although different with respect to kind or subject matter of work, are sufficiently equivalent as to:

- Level of difficulty and responsibility; and
- Level of qualification requirements of the work

to warrant their inclusion within one range of rates of basic pay in the General Schedule.

B. CLASSIFICATION STANDARDS UNDER FES

To ensure the assignment of proper titles, occupational series
General Schedule
and grades to positions, the Central Intelligence Agency issues position
classification standards for specific occupations or, in some cases, for groups
of closely related occupations. These standards provide criteria for
and level
determining the kind/of work identified by series and grade respectively.

The method for determining an occupational series is essentially the
same in all classification standards, but the methods for determining grades
differ according to the basic job evaluation approach employed.

Under the Factor Evaluation System, positions are placed in grades on
the basis of the extent to which the nine factors common to nonsupervisory
positions in General Schedule (GS) occupations, bear a relationship to the
duties and responsibilities of the positions.

Factors

1. Knowledge Required by the Position
2. Supervisory Controls
3. Guidelines
4. Complexity
5. Scope and Effect
6. Personal Contacts
7. Purpose of Contacts
8. Physical Demands
9. Work Environment

Levels for each of the factors and point values for these levels are described in the Primary Standard, which serves as the basic framework for FES and in FES classification standards and guides. Grades are determined through use of the procedures set forth under Part C below.

1. Primary Standard

The Primary Standard in Appendix 1 describes the levels of the nine factors in broad terms that are common to GS occupations and gives the point value for each level. A conversion table, which is part of the Primary Standard, shows the range of total point values for each GS grade from 1 through 15. The Primary Standard serves as the "standard-for-standards" since the factor levels in FES classification standards relate to the same factor-level concepts of the Primary Standard. Thus, the Primary Standard assures grade alignment among occupations and across organizational lines.

2. Classification Standard

An FES standard provides occupational background information, titling practices, factor-level descriptions, and benchmarks.

a. Coverage

The coverage section provides information regarding the grouping of positions in which the same kind of work^{is performed} and require essentially the same basic qualifications for successful performance.

- The series definition describes the occupation in terms of the kind of work performed and, as necessary, the qualifications required.
- Additional coverage information may be provided to differentiate the occupation from other closely related occupations and give specific examples of the kind of positions, functions, and specializations that are either included or excluded from coverage of the standard.

b. Occupational Background Information

A description of the occupation or function as it exists in the Federal Government or in CIA serves as the basic background for interpreting the entire classification standard. It may cover the various Federal and CIA programs in which the work is performed thus providing the users of the standard with the best possible understanding of positions that are classifiable under the classification standard.

c. Titling Practices

Official titles are provided for use with positions classified by the standard. As required, titles for specializations within the occupation are defined.

d. Factor-Level Description

The factor-level descriptions are, in essence, the application of the Primary Standard to a specific occupation or group of related occupations. Without deviating from the basic concepts of the Primary Standard, they describe the characteristic levels of each factor in terms of that occupation.

NOTE: Usually, only those factor levels that are applicable to positions in the occupational series are described in the classification standard. For example, the lower levels of "Knowledge Required", as defined in the Primary Standard, would not exist in the professional accountant occupation and, therefore, would not be described in the factor levels for that occupation. Similarly, in clerical work, the highest levels of "Scope and Effect" would not exist.

e. Benchmarks

Benchmarks describe work situations which typically represent significant

numbers of positions in the occupation. They reflect the duties performed and each of the nine factors as they relate to those duties. Benchmarks have been point rated by use of the factor-level descriptions in the standard. The number of benchmarks in any standard or at any grade level varies according to the variety of work situations and the purpose of the standard or guide.

C. PROCEDURES FOR DETERMINING GRADES BY FES STANDARDS

The normal procedure for determining grades under FES includes preparing a position description in the factor format; selecting the appropriate FES standard and grading criteria; point rating each factor in the position description; totaling the point values and converting to a GS grade; and recording each evaluation judgment.

1. Position Descriptions

Positions cannot be classified under FES without an official position description that describes their major duties and responsibilities in the proper factor format.

Position descriptions will play a vital role^{in CIA} in determining grades and qualification requirements of positions and thus, in establishing requirements of recruitment, in setting conditions for appointment and advancement, in orienting new employees and in other managerial activities. (For information about how to write position descriptions, see Appendix 2, "HOW TO WRITE POSITION DESCRIPTIONS UNDER THE FACTOR EVALUATION SYSTEM.")

The duties and responsibilities of a position are assigned or prescribed by a supervisor or by a management decision. However, the position description may be written by the employee, supervisor, staff assistant, or classifier. In any case, it is imperative that the description be complete and accurate and that the employee be performing (or, in the case of a vacant position

be fully expected to carry out) the duties and responsibilities of the position as they have been described. A single position description may be used for two or more positions if a careful analysis of the actual duties and responsibilities shows that the description is identical in all important aspects of the positions covered. Similarly, if job analysis shows a benchmark / ^{to be} a complete and accurate description of one or more positions, that benchmark (with suitable modifications to reflect organization, etc.) may be used for the basic content of an official position description.

2. Selection of Standard(s)

The kind of work described in the position description should be reviewed against series definitions to select the appropriate standard or guide to be used in classifying the position. If more than one standard or guide is appropriate, because more than one kind of work is performed, review the grading criteria in each standard or guide and select the single set of criteria that produces the highest grade for the principal or paramount work of the position determined by the criteria in Section 3a(3) below.

It should be noted that the FES standards development program is a long term effort. In the interim, the Position Management and Compensation Division (PMCD) of the Office of Personnel will continue to apply a variety of job evaluation methods and techniques to positions in occupations for which FES standards have not/^{as yet} been approved.

3. The Point Rating Process

Point rating involves matching factors in the position description with either those in an appropriate benchmark or with factor-level descriptions contained in / the selected FES standard. (Only in those cases where the level of a position factor is below the lowest, or above the highest, factor-level description of the standard may the Primary Standard be

used;) Point values for the selected factor levels in the standard are then assigned to the position.

a. Criteria for Assigning Points

In the process of point rating, the following criteria should be observed:

- (1) Only the specific point values assigned in the benchmarks or factor level descriptions of a FES standard may be used. Intermediate point values may not be used.
- (2) For a position factor to warrant a given point value, it must be fully equivalent to the overall intent of the selected factor-level description.
- (3) Point values assigned to factors in a position description must relate to only one set of duties and responsibilities. Usually these duties take a majority of the employee's time and have obvious weight and influence for point-rating purposes.

If a particular set of duties and responsibilities, or a task, is performed for less than the majority of time, it may be considered as a basis for the point rating only under the following conditions:

- Such duties are paramount in influence and weight, occupy a substantial portion of the employee's working time, are regularly assigned on a reasonably frequent basis, and are not of an emergency, incidental, or temporary nature; and
 - They are so different from other duties and responsibilities in the position that they require a materially higher level of qualifications which is used as a basis for staffing the position.
- (4) Because all factors of a position description must reflect a relationship to the same set of duties and responsibilities, Factor 2, Supervisory Controls, and all other factors, are assigned point values relating to the duties and responsibilities which served as a basis for point rating

Factor 1, Knowledge Required by the Position.

- (5) Factor levels from different FES standards may not be used in evaluating one set of duties and responsibilities except when a factor fails to meet the lowest, or exceeds the highest, factor level in the applicable FES standard.
- (6) Because the factors are weighted differently, it is not possible to balance a high rating for one factor with a low rating for another; each factor must be rated independently.
- (7) Some combinations of factor levels are highly improbable. For example, it is unlikely that a position requiring skill in applying a wide range or professional knowledges (Level 1-7 of Knowledge Required By The Position) would have very close supervision (Level 2-1 of Supervisory Controls) or specific detailed guidelines (Level 3-1 of Guidelines).

b. Use of Benchmarks

Because benchmarks illustrate "classes" of positions, they can readily be associated with the positions to be classified, in many instances, and, therefore, may be preferred as the basic or initial reference in the point-rating process. In other situations, where the classifier finds it easier to use the series factor-level descriptions, no reference need be made to benchmarks. The same grade should result from using ^abenchmarks(s) or factor-level descriptions, alone or in any combination.

Care should be taken in selecting a benchmark to assure it is sufficiently similar to the position description for classification purposes. A comparison of the essential nature and level of duties will usually provide a potential match. These duties need not be exactly the same as the benchmark because positions within a class vary somewhat with the mission of the organization. On the other hand, the selection should not be forced. Appropriateness of the

benchmark can only be confirmed by comparison with the evaluation factors.

c. Use of the Primary Standard

Since the Primary Standard serves as the "standard-for-standards," it is used in the review of drafts of FES classification standards to assure that factor-level concepts of the occupation are described/in a manner that is consistent with factor-levels of the Primary Standard.

The Primary Standard and related FES standard(s) may be used in point rating a position factor when that factor fails to meet the lowest, or exceeds the highest, factor level in the applicable FES standard, as follows:

- Compare the position factor to the appropriate range of factor levels in the Primary Standard and tentatively select the highest level to which the position factor appears to be fully equivalent;

- Check the selected factor level against the next higher and lower factor levels in the Primary Standard;
- Compare the same level of a related FES standard (if available) to the position factor being evaluated to assure that they are equivalent in terms of overall intent; and
- Document the action as set forth in Para C-5, "Recording the Results."

4. Conversion to GS Grades

After completing the point-rating process, apply the conversion chart to arrive at the General Schedule grade.

a. Borderline Total Points

If the total point value for the position is just below or above the cut-off point between two GS grades,

- Determine whether there are significant deviations in the position being classified from what is normally found for the class selected; and
- Carefully review the evaluation of each factor level to be sure the interpretation is correct.

After these steps, the position should be classified at the grade indicated by the total points, even though a few points separate it from the next grade.

b. Mixed Grade Positions

If two or more sets of duties and responsibilities in a position have been evaluated at different grades, assign the higher grade to the position (provided the requirements for considering mixed-grade positions in 3a(3) of this section have been met). A mixed-grade position should not be classified

at a grade that is higher than the highest grade resulting from the evaluation of one of its parts.

5. Recording the Results

PMCD will record evaluation judgement on each classified position. As a minimum, the point values for each factor, the total point values, and the General Schedule grade must be shown on all copies of the position description. In addition, the Position Evaluation Worksheet (SF-3883) (Appendix 3) must be completed.

Extensive narrative evaluation reports need be used only for those judgments that are not self-evident by reference to the standards used.

In any case, where there is a significant question as to the appropriateness of the match to a factor level in the FES standard, or if the Primary Standard is used for any factor, the decision will be documented approximately as follows:

- Note the factor from the position description,
- Note the selected factor level from the standard,
- Give an explanation, with any needed illustrations, as appropriate:
 - How the next lower level is exceeded,
 - How the next higher level is not met, and
 - How the selected level is met.

D. REVIEW OF DRAFT STANDARDS BY COMPONENTS

The Position Management and Compensation Division circulates drafts of classification standards to appropriate agency components to solicit comments and suggestions on all aspects of the standards. Each component with a significant number of positions in the occupation is asked to review draft standards and to report findings to PMCD.

The purpose of reviewing draft standards is to determine:

- Whether the coverage is adequate. Do the benchmarks and factor-level descriptions in the draft cover typical kinds and levels of positions existing in the agency? Should more benchmarks be added?
- What effect application of the draft may have on current grades.
- Whether improvements may be needed to clarify meaning or to correct discrepancies or ambiguities.

APPENDIX I

PRIMARY STANDARD

The Primary Standard serves as a "standard-for-standards" for the Factor Evaluation System (FES). Factor-level descriptions for position classification standards are point-rated against the Primary Standard. Thus, it serves as a basic tool for maintaining alignment across occupations.

The Primary Standard has descriptions of each of the nine FES factors and the levels within each factor as well as the point values appropriate for each level. The nine factors are:

Factor 1, Knowledge Required by the Position

Factor 2, Supervisory Controls

Factor 3, Guidelines

Factor 4, Complexity

Factor 5, Scope and Effect

Factor 6, Personal Contacts

Factor 7, Purpose of Contacts

Factor 8, Physical Demands

Factor 9, Work Environment

Also included in the Primary Standard is a master grade conversion table showing the total point ranges (based on sets of complete factors) for grades GS-1 through GS-15.

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

Factor 1 measures the nature and extent of information or facts which the workers must understand to do acceptable work (e.g., steps, procedures, practices, rules, policies, theories, principles, and concepts) and the nature and extent of the skills needed to apply those knowledges. To be

used as a basis for selecting a level under this factor, a knowledge must be required and applied.

Level 1-1

50 points

Knowledge of simple, routine, or repetitive tasks or operations which typically includes following step-by-step instructions and requires little or no previous training or experience;

OR

Skill to operate simple equipment or equipment which operates repetitively, requiring little or no previous training or experience;

OR

Equivalent knowledge and skill.

Level 1-2

200 points

Knowledge of basic or commonly used rules, procedures, or operations which typically requires some previous training or experience;

OR

Basic skill to operate equipment requiring some previous training or experience , such as keyboard equipment;

OR

Equivalent knowledge and skill.

Level 1-3

350 points

Knowledge of a body of standardized rules, procedures or operations requiring considerable training and experience to perform the full range of standard clerical assignments and resolve recurring problems;

OR

Skill, acquired through considerable training and experience, to operate and adjust varied equipment for purposes such as performing numerous standardized tests or operations;

OR

Equivalent knowledge and skill.

Level 1-4

550 points

Knowledge of an extensive body of rules, procedures or operations requiring extended training and experience to perform a wide variety of inter-related or nonstandard procedural assignments and resolve a wide range of problems;

OR

Practical knowledge of standard procedures in a technical field, requiring extended training or experience, to perform such work as: adapting equipment when this requires considering the functioning characteristics of equipment; interpreting results of tests based on previous experience and observations (rather than directly reading instruments or other measures); or extracting information from various sources when this requires considering the applicability of information and characteristics and quality of the sources;

OR

Equivalent knowledge and skill.

Level 1-5

750 points

Knowledge (such as would be acquired through a pertinent baccalaureate educational program or its equivalent in experience, training, or independent study) of basic principles, concepts, and methodology of a professional or administrative occupation, and skill in applying this knowledge in carrying out elementary assignments, operations, or procedures;

OR

In addition to the practical knowledge of standard procedures in Level

1-4, practical knowledge of technical methods to perform assignments such as carrying out limited projects which involve use of specialized, complicated techniques;

OR

Equivalent knowledge and skill.

Level 1-6

950 points

Knowledge of the principles, concepts, and methodology of a professional or administrative occupation as described at Level 1-5 which has been either: (a) supplemented by skill gained through job experience to permit independent performance of recurring assignments, or (b) supplemented by expanded professional or administrative knowledge gained through relevant graduate study or experience, which has provided skill in carrying out assignments, operations, and procedures in the occupation which are significantly more difficult and complex than those covered by Level 1-5;

OR

Practical knowledge of a wide range of technical methods, principles, and practices similar to a narrow area of a professional field, and skill in applying this knowledge to such assignments as the design and planning of difficult, but well-precedented projects;

OR

Equivalent knowledge and skill.

Level 1-7

1250 points

Knowledge of a wide range of concepts, principles, and practices in a professional or administrative occupation, such as would be gained through extended graduate study or experience, and skill in applying this knowledge to difficult and complex work assignments;

OR

A comprehensive, intensive, practical knowledge of a technical field and skill in applying this knowledge to the development of new methods, approaches, or procedures;

OR

Equivalent knowledge and skill.

Level 1-8

1550 points

Mastery of a professional or administrative field to:

- Apply experimental theories and new developments to problems not susceptible to treatment by accepted methods;

OR

- Make decisions or recommendations significantly changing, interpreting, or developing important public policies or programs;

OR

Equivalent skill and knowledge.

Level 1-9

1850 points

Mastery of a professional field to generate and develop new hypotheses and theories;

OR

Equivalent knowledge and skill.

FACTOR 2, SUPERVISORY CONTROLS

"Supervisory Controls" covers the nature and extent of direct or indirect controls exercised by the supervisor, the employee's responsibility, and the review of completed work. Controls are exercised by the supervisor in the way assignments are made, instructions are given to the employee, priorities and deadlines are set, and objectives and boundaries are defined.

Responsibility of the employee depends upon the extent to which the employee is expected to develop the sequence and timing of various aspects of the work, to modify or recommend modification of instructions, and to participate in establishing priorities and defining objectives. The degree of review of completed work depends upon the nature and extent of the review, e.g., close and detailed review of each phase of the assignment; detailed review of the finished assignment; spot check of finished work for accuracy; or review only for adherence to policy.

Level 2-1

25 points

For both one-of-a-kind and repetitive tasks the supervisor makes specific assignments that are accompanied by clear, detailed, and specific instructions.

The employee works as instructed and consults with the supervisor as needed on all matters not specifically covered in the original instructions or guidelines.

For all positions the work is closely controlled. For some positions, the control is through the structured nature of the work itself; for others, it may be controlled by the circumstances in which it is performed. In some situations, the supervisor maintains control through review of the work which may include checking progress or reviewing completed work for accuracy, adequacy, and adherence to instructions and established procedures.

Level 2-2

125 points

The supervisor provides continuing or individual assignments by indicating generally what is to be done, limitations, quality and quantity expected, deadlines, and priority of assignments. The supervisor provides additional, specific instructions for new, difficult, or unusual assignments

including suggested work methods or advice on source material available.

The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems, and unfamiliar situations not covered by instructions to the supervisor for decision or help.

The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

Level 2-3

275 points

The supervisor makes assignments by defining objectives, priorities, and deadlines; and assists employee with unusual situations which do not have clear precedents.

The employee plans and carries out the successive steps and handles problems and deviations in the work assignment in accordance with instructions, policies, previous training, or accepted practices in the occupation.

Completed work is usually evaluated for technical soundness, appropriateness, and conformity to policy and requirements. The methods used in arriving at the end results are not usually reviewed in detail.

Level 2-4

450 points

The supervisor sets the overall objectives and resources available. The employee and supervisor, in consultation, develop the deadlines, projects, and work to be done.

At this level, the employee, having developed expertise in the line of work, is responsible for planning and carrying out the assignment; resolving most of the conflicts which arise; coordinating the work with others as

necessary; and interpreting policy on own initiative in terms of established objectives. In some assignments, the employee also determines the approach to be taken and the methodology to be used. The employee keeps the supervisor informed of progress, potentially controversial matters, or far-reaching implications.

Completed work is reviewed only from an overall standpoint in terms of feasibility, compatibility with other work, or effectiveness in meeting requirements or expected results.

Level 2-5

650 points

The supervisor provides administrative direction with assignments in terms of broadly defined missions or functions.

The employee has responsibility for planning, designing, and carrying out programs, projects, studies, or other work independently.

Results of the work are considered as technically authoritative and are normally accepted without significant change. If the work should be reviewed, the review concerns such matters as fulfillment of program objectives, effect of advice and influence of the overall program, or the contribution to the advancement of technology. Recommendations for new projects and alteration of objectives are usually evaluated for such considerations as availability of funds and other resources, broad program goals or national priorities.

FACTOR 3, GUIDELINES

This factor covers the nature of guidelines and the judgment needed to apply them. Guides used in General Schedule occupations include, for example: desk manuals, established procedures and policies, traditional practices, and reference materials such as dictionaries, style manuals, engineering handbooks, the pharmacopoeia, and the Federal Personnel Manual.

Individual jobs in different occupations vary in the specificity, applicability and availability of the guidelines for performance of assignments. Consequently, the constraints and judgmental demands placed upon employees also vary. For example, the existence of specific instructions, procedures, and policies may limit the opportunity of the employee to make or recommend decisions or actions. However, in the absence of procedures or under broadly stated objectives, employees in some occupations may use considerable judgment in researching literature and developing new methods.

Guidelines should not be confused with the knowledges described under Factor 1, Knowledge Required by the Position. Guidelines either provide reference data or impose certain constraints on the use of knowledges. For example, in the field of medical technology, for a particular diagnosis there may be three or four standardized tests set forth in a technical manual. A medical technologist is expected to know these diagnostic tests. However, in a given laboratory the policy may be to use only one of the tests; or the policy may state specifically under what conditions one or the other of these tests may be used. Such a policy is a guideline that restricts the employee in the application of knowledge.

Level 3-1 25 points

Specific, detailed guidelines covering all important aspects of the assignment are provided to the employee.

The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

Level 3-2

125 points

Procedures for doing the work have been established and a number of specific guidelines are available.

The number and similarity of guidelines and work situations requires the employee to use judgement in locating and selecting the most appropriate guidelines, references, and procedures for application and in making minor deviations to adapt the guidelines in specific cases. At this level, the employee may also determine which of several established alternatives to use. Situations to which the existing guidelines cannot be applied or/which require significant proposed deviations from the guidelines are referred to the supervisor.

Level 3-3

275 points

Guidelines are available, but are not completely applicable to the work or have gaps in specificity.

The employee uses judgment in interpreting and adapting guidelines such as agency policies, regulations, precedents, and work directions for application to specific cases or problems. The employee analyzes results and recommends changes.

Level 3-4

450 points

Administrative policies and precedents are applicable but are stated in general terms. Guidelines for performing the work are scarce or of limited use.

The employee uses initiative and resourcefulness in deviating from traditional methods or researching trends and patterns to develop new methods, criteria, or proposed new policies.

Level 3-5

650 points

Guidelines are broadly stated and nonspecific, e.g., broad policy statements and basic legislation which require extensive interpretation.

The employee must use judgment and ingenuity in interpreting the intent of the guides that do exist and in developing applications to specific areas of work. Frequently, the employee is recognized as a technical authority in the development and interpretation of guidelines.

FACTOR 4, COMPLEXITY

This factor covers the nature, number, variety, and intricacy of tasks, steps, processes, or methods in the work performed; the difficulty in identifying what needs to be done; and the difficulty and originality involved in performing the work.

Level 4-1 25 points

The work consists of tasks that are clear-cut and directly related.

There is little or no choice to be made in deciding what needs to be done.

Actions to be taken or responses to be made are readily discernible.

The work is quickly mastered.

Level 4-2 75 points

The work consists of duties that involve related steps, processes, or methods.

The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of and differences among a few easily recognizable situations.

Actions to be taken or responses to be made differ in such things as the source of information, the kind of transactions or entries, or other differences of a factual nature.

Level 4-3 150 points

The work includes various duties involving different and unrelated processes and methods.

The decision regarding what needs to be done depends upon the analysis of the subject, phase, or issues involved in each assignment, and the chosen

course of action may have to be selected from many alternatives.

The work involves conditions and elements that must be identified and analyzed to discern interrelationships.

Level 4-4

225 points

The work typically includes varied duties requiring many different and unrelated processes and methods such as those relating to well established aspects of an administrative or professional field.

Decisions regarding what needs to be done include the assessment of unusual circumstances, variations in approach, and incomplete or conflicting data.

The work requires making many decisions concerning such things as the interpreting of considerable data, planning of the work, or refining the methods and techniques to be used.

Level 4-5

325 points

The work includes varied duties requiring many different and unrelated processes and methods applied to a broad range of activities or substantial depth of analysis, typically for an administrative or professional field.

Decisions regarding what needs to be done include major areas of uncertainty in approach, methodology, or interpretation and evaluation processes resulting from such elements as continuing changes in program, technological developments, unknown phenomena, or conflicting requirements.

The work requires originating new techniques, establishing criteria, or developing new information.

Level 4-6

450 points

The work consists of broad functions and processes of an administrative or professional field. Assignments are characterized by breadth and intensity

of effort and involve several phases being pursued concurrently or sequentially with the support of others within or outside of the organization.

Decisions regarding what needs to be done include largely undefined issues and elements, requiring extensive probing and analysis to determine the nature and scope of the problems.

The work requires continuing efforts to establish concepts, theories, or programs, or to resolve unyielding problems.

FACTOR 5, SCOPE AND EFFECT

Scope and Effect covers the relationship between the nature of the work, i.e., the purpose, breadth, and depth of the assignment, and the effect of work products or services both within and outside the organization.

In General Schedule occupations, effect measures such things as whether the work output facilitates the work of others, provides timely services of a personal nature, or impacts on the adequacy of research conclusions. The concept of effect alone does not provide sufficient information to properly understand and evaluate the impact of the position. The scope of the work completes the picture, allowing consistent evaluations. Only the effect of properly performed work is to be considered.

Level 5-1

25 points

The work involves the performance of specific, routine operations that include a few separate tasks or procedures.

The work product or service is required to facilitate the work of others; however, it has little impact beyond the immediate organizational unit or beyond the timely provision of limited services to others.

Level 5-2

75 points

The work involves the execution of specific rules, regulations, or procedures and typically comprises a complete segment of an assignment or project of broader scope.

The work product or service affects the accuracy, reliability, or acceptability of further processes or services.

Level 5-3

150 points

The work involves treating a variety of conventional problems, questions, or situations in conformance with established criteria.

The work product or service affects the design or operation of systems, programs, or equipment; the adequacy of such activities as field investigations, testing operations, or research conclusions; or the social, physical, and economic well-being of persons.

Level 5-4

225 points

The work involves establishing criteria; formulating projects; assessing program effectiveness; or investigating or analyzing a variety of unusual conditions, problems, or questions.

The work product or service affects a wide range of agency activities, major activities of industrial concerns, or the operation of other agencies.

Level 5-5

325 points

The work involves isolating and defining unknown conditions, resolving critical problems, or developing new theories.

The work product or service affects the work of other experts, the development of major aspects of administrative or scientific programs or missions, or the well-being of substantial numbers of people.

Level 5-6

450 points

The work involves planning, developing, and carrying out vital

administrative or scientific programs.

The programs are essential to the missions of the agency or affect large numbers of people on a long-term or continuing basis.

FACTOR 6, PERSONAL CONTACTS

This factor includes face-to-face contacts and telephone and radio dialogue with persons not in the supervisory chain. (NOTE: Personal contacts with supervisors are covered under Factor 2, Supervisory Controls). Levels described under this factor are based on what is required to make the initial contact, the difficulty of communicating with those contacted, and the setting in which the contact takes place (e.g., the degree to which the employee and those contacted recognize their relative roles and authorities).

Above the lowest level, points should be credited under this factor only for contacts which are essential for successful performance of the work and which have a demonstrable impact on the difficulty and responsibility of the work performed.

The relationship of Factors 6 and 7 presumes that the same contacts will be evaluated for both factors. Therefore, use the personal contacts which serve as the basis for the level selected for Factor 7 as the basis for selecting a level for Factor 6.

Level 6-1

10 points

The personal contacts are with employees within the immediate organization, office, project, or work unit, and in related or support units;

AND/OR

The contacts are with members of the general public in very highly structured situations (i.e., the purpose of the contact and the question of with whom to deal are relatively clear). Typical of contacts at this level

are purchases of admission tickets at a ticket window.

Level 6-2

25 points

The personal contacts are with employees in the same agency, but outside the immediate organization. People contacted generally are engaged in different functions, missions, and kinds of work, e.g., representatives from various levels within the agency such as headquarters, regional, district, or field offices or other operating offices in the immediate installations;

AND/OR

The contacts are with members of the general public, as individuals or groups, in a moderately structured setting (i.e., the contacts are generally established on a routine basis, usually at the employee's work place; the exact purpose of the contact may be unclear at first to one or more of the parties; and one or more of the parties may be uninformed concerning the role and authority of other participants). Typical of contacts at this level are those with persons seeking airline reservations or with job applicants at a job information center.

Level 6-3

60 points

The personal contacts are with individuals or groups from outside the employing agency in a moderately unstructured setting (i.e., the contacts are not established on routine basis; the purpose and extent of each contact is different and the role and authority of each party is identified and developed during the course of the contact). Typical of contacts at this level are those with persons in their capacities as attorneys; contractors; or representatives of professional organizations, the news media, or public action groups.

Level 6-4

110 points

The personal contacts are with high-ranking officials from outside the employing agency at national or international levels in highly unstructured settings (i.e., contacts are characterized by problems such as: the officials may be relatively inaccessible; arrangements may have to be made for accompanying staff members; appointments may have to be made well in advance; each party may be very unclear as to the role and authority of the other; and each contact may be conducted under different ground rules). Typical of contacts at this level are those with members of Congress, leading representatives of foreign governments, presidents of large national or international firms, nationally recognized representatives of the news media, presidents of national unions, state governors, or mayors of large cities.

FACTOR 7, PURPOSE OF CONTACTS

In General Schedule occupations, purpose of personal contacts ranges from factual exchanges of information to situations involving significant or controversial issues and differing viewpoints, goals, or objectives. The personal contacts which serve as the basis for the level selected for this factor must be the same as the contacts which are the basis for the level selected for Factor 6.

Level 7-1

20 points

The purpose is to obtain, clarify, or give facts or information regardless of the nature of those facts, i.e., the facts or information may range from easily understood to highly technical.

Level 7-2

50 points

The purpose is to plan, coordinate, or advise on work efforts or to

resolve operating problems by influencing or motivating individuals or groups who are working toward mutual goals and who have basically cooperative attitudes.

Level 7-3

120 points

The purpose is to influence, motivate, interrogate, or control persons or groups. At this level the persons contacted may be fearful, skeptical, uncooperative, or dangerous. Therefore, the employee must be skillful in approaching the individual or group in order to obtain the desired effect, such as, gaining compliance with established policies and regulations by persuasion or negotiation, or gaining information by establishing rapport with a suspicious informant.

Level 7-4

220 points

The purpose is to justify, defend, negotiate, or settle matters involving significant or controversial issues. Work at this level usually involves active participation in conferences, meetings, hearings, or presentations involving problems or issues of considerable consequence or importance. The persons contacted typically have diverse viewpoints, goals, or objectives requiring the employee to achieve a common understanding of the problem and a satisfactory solution by convincing them, arriving at a compromise, or developing suitable alternatives.

FACTOR 8, PHYSICAL DEMANDS

The "Physical Demands" factor covers the requirements and physical demands placed on the employee by the work assignment. This includes physical characteristics and abilities (e.g., specific agility and dexterity requirements) and the physical exertion involved in the work (e.g., climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling,

or reaching). To some extent the frequency or intensity of physical exertion must also be considered, e.g., a job requiring prolonged standing involves more physical exertion than a job requiring intermittent standing.

NOTE: Hazardous duty pay differentials do not apply if such duties and hazards are considered in the job grading process.

Level 8-1

5 points

The work is sedentary. Typically, the employee may sit comfortably to do the work. However, there may be some walking; standing; bending; carrying of light items such as papers, books, small parts; driving an automobile, etc. No special physical demands are required to perform the work.

Level 8-2

20 points

The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching, or similar activities; recurring lifting of moderately heavy items such as typewriters and record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

Level 8-3

50 points

The work requires considerable and strenuous physical exertion such as frequent climbing of tall ladders, lifting heavy objects over 50 pounds, crouching or crawling in restricted areas, and defending oneself or others against physical attack.

FACTOR 9, WORK ENVIRONMENT

The "Work Environment" factor considers the risks and discomforts in the employee's physical surroundings or the nature of the work assigned and the

safety regulations required. Although the use of safety precautions can practically eliminate a certain danger or discomfort, such situations typically place additional demands upon the employee in carrying out safety regulations and techniques.

NOTE: If the hardship or hazard is credited by application of a FES standard, the pay differential is not applicable.

Level 9-1

5 points

The work environment involves everyday risks or discomforts which require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, and residences or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals, etc. The work area is adequately lighted, heated, and ventilated.

Level 9-2

20 points

The work involves moderate risks or discomforts which require special safety precautions, e.g., working around moving parts, carts, or machines; with contagious diseases or irritant chemicals; etc. Employees may be required to use protective clothing or gear such as masks, gowns, coats, boots, goggles, gloves, or shields.

Level 9-3

50 points

The work environment involves high risks with exposure to potentially dangerous situations or unusual environmental stress which require a range of safety and other precautions, e.g., working at great heights under extreme outdoor weather conditions, subject to possible physical attack or mob conditions, or similar situations where conditions cannot be controlled.

FACTOR EVALUATION SYSTEM
GRADE CONVERSION TABLE

GS Grade	Range
1	190-250
2	255-450
3	455-650
4	655-850
5	855-1100
6	1105-1350
7	1355-1600
8	1605-1850
9	1855-2100
10	2105-2350
11	2355-2750
12	2755-3150
13	3155-3600
14	3605-4050
15	4055-up

APPENDIX 2

HOW TO WRITE POSITION DESCRIPTIONS UNDER THE FACTOR EVALUATION SYSTEM

A guide to position analysis

A. INTRODUCTION

This guide will help you to write position descriptions (PD's) for nonsupervisory General Schedule jobs/that are covered by classification standards in GS-01 through GS-15 under the Factor Evaluation System (FES). It explains:

- Sources of available information and facts to obtain before starting to write a PD;
- How to write FES duties statements; and
- How to analyze a position and describe the nine FES evaluation factors in terms of the work performed.

A PD should have enough information for carrying out personnel activities such as classifying the position; deciding whether or not it is exempt or nonexempt from the Fair Labor Standards Act; and determining the factors important for recruitment. For classification under FES, a PD must be in the FES factor format described in this guide.

Other General Schedule jobs may also be described in the factor format provided that the PDs include all of the information needed for classifying the / positions by the proper non-FES standards.

An outline for a PD and a sample PD are provided at the end of the guide.

B. GENERAL STEPS IN PREPARING PD's

In writing a PD, you should know the kinds of information to look for (Step 1), develop facts about the position (Step 2), write the PD in FES factor format (Steps 3 and 4), and obtain agreement on its accuracy (Step 5).

Step 1: Before starting to write the PD, review this guide and the complete

FES classification standard(s), if available, for the position being described to gain an understanding of:

- The kinds of information and factors used in classifying the PD, and
- How the factors are described in terms of the occupation or the kinds of work in the position.

Step 2: Develop facts about the official duties and responsibilities of the position using one or more of the following techniques:

- Interview employees, supervisors, or management officials (see kinds of information needed in Sections C and D);
- Review existing PD's;
- Observe work in progress;
- Review technical manuals or charts;
- Review organizational or program material; or
- Review questionnaires or lists of duties prepared by employees, supervisors, or management officials (often helpful in working with large numbers of similar positions to determine likenesses and grouping together for coverage by single PD's).

Step 3: List the duties of the position as described in Section C.

Step 4: Use the PD outline and Section D in describing the nine FES factors in terms of the work performed.

Step 5: Determine/obtain agreement on the completeness and accuracy of the PD. Resolve differences of opinion, if any, and obtain signatures.

C. WRITING FES DUTIES STATEMENTS

The duties section of the PD should give an overall view of the position. If desired, it may be preceded by an introductory paragraph or sentence describing the general characteristics of the position and its organizational relationships; for example: "performs the agency's administrative audit of vouchers" or "performs nursing duties in the Medical Clinic".

The order in which duties are described may vary.

Major functions may be listed in order of their importance or in the sequence in which they occur - day by day, over a longer period of time, or during an entire cycle.

Related duties/according to function. ^{may be grouped} Percentages of time spent on major duties involving distinctly different kinds or levels of work should be cited.

Try to use active verbs, for example:

- Balances cash in register against the total on register tape, locating and correcting errors.
- Types memoranda, letters, and reports in final from handwritten notes.
- Designs art work for multicolor posters to meet specified needs of requestors.
- Posts test scores to record cards.

- Establishes food standards and plans regular menus complying with nutritional and cost allocations.
- Develop plans, specifications, and estimates for urban expressways with separated intersections, dividing strips, weaving lanes and ramps.

D. DESCRIBING FES FACTORS

The descriptions of the major duties and the evaluation factors should complement each other. Because the evaluation factors are used in point rating, information under major duties is often repeated and expanded upon in describing the factors. Statements made in the factor descriptions must be related to (supported by) the major duties.

Most of the nine FES evaluation factors have two or more parts (underlying concepts or subfactors) as shown in the outline for a PD on page 57. The following suggestions for writing the factors are in the same sequence as the outline. In the examples under each factor, to emphasize the parts of the factor or subfactors, the first part is underlined, the second is in parentheses, and the third is bracketed.

IMPORTANT: When a position has two or more distinctly different kinds or levels of work, the classifier must evaluate each separately and determine the highest grade for classification. Therefore, in describing the factors for these mixed-grade or mixed-occupation positions, it is essential that significant differences in the factors relating to different kinds or levels of work be made clear. For example, if

development work is more closely reviewed than other work, the description of Factor 2, Supervisory Controls, should state this fact.

It is not necessary to describe the nine factors separately for each kind or level of work when the differences can be explained in a sentence or a phrase.

Factor 1, Knowledge Required by the Position

What levels of knowledges and skills are required and used in doing acceptable work in the position? This includes:

- The nature or kind of knowledges and skills needed, and
- How these knowledges and skills are used in doing the work.

Under FES, knowledges are information or facts such as procedures, work practices, rules and regulations, policies, theories and concepts, principles, and processes which the employee must know to be able to do the work. When you list a particular knowledge, it is understood that skill is used in applying that knowledge.

Knowledge Example #1, Engineer

a. Kind of Knowledge:	<u>A professional knowledge of the theories, principles, practices, and techniques of civil engineering.</u>
b. How used:	(to design flood control structures such as high retaining walls and closed box channels.)

Knowledge Example #2,

Clerk

- | | |
|-----------------------|--|
| a. Kind of Knowledge: | <u>Knowledge of the terminology used with a variety of diagnostic and treatment procedures provided general medical patients</u> |
| b. How used: | (to record and report medical information such as X-ray and test results.) |

Knowledge Example #3,

Clerk-Typist

- | | |
|----------------------|--|
| a. Kind of Knowledge | <u>Knowledge of English grammar, spelling, and punctuation</u> |
| b. How used: | (to correct obvious errors in material being typed). |

Sometimes, it is easier to describe a requirement as a skill rather than as a knowledge. A knowledge exists before skill can be demonstrated, for example: A person who knows the typewriter keyboard can acquire a particular level of proficiency through practice to show "skill in typing". Skills (as used for FES) usually can be observed, that is, you can see a person type and review the typed material easily to decide that the person has "knowledge of the typewriter keyboard". Therefore, it is common practice to describe skills associated with a certain dexterity as shown below.

Skill Example #1,

Voucher Examiner

- | | |
|-------------------|--|
| a. Kind of skill: | <u>Skill in using a calculator</u> |
| b. How used: | (to compute totals, discounts, taxes, transportation charges, etc) |

Skill Example #2,

Shorthand Reporter

a. Kind of skill	<u>Skill in taking dictation</u>
b. How used:	(at higher speeds to provide verbatim transcriptions.)

If you aren't sure whether to describe a requirement as a knowledge or skill, describe it as a level of knowledge.

Additional "Tips" in Writing Factor 1

1. Benchmarks and factor-level descriptions in the FES classification standard may be used as references for how knowledges are treated in the occupation. EXCEPTION: FES classification standards sometimes describe a level of education, training, or experience. Such criteria are developed by occupational specialists after a comprehensive study of the occupation to provide guidance in the point-rating process.
Educational requirements or arbitrary degrees of proficiency SHOULD NOT be described in PD's unless there is documentation backup to prove that these requirements specifically apply to the position being described.
2. Show only the knowledges and skills that are essential for full performance of the work. Generally Factor 1 can be adequately described with four or five knowledges or skills. If you have a list of twenty, some of them can probably be combined into a broader description.
3. Label a knowledge as "professional" only when the nature of the work meets the definition of a professional occupation:

"Professional occupations or series are those that require knowledge in a field of science or learning customarily and characteristically acquired through education and training that meets the requirements for a bachelor's or higher degree with major study in or pertinent to the specialized field, as distinguished from general education. The work of professional positions

is creative, analytical, evaluative, or interpretive; and is characterized by personal responsibility to keep abreast of and exercise judgment and broad perspective in the application of an organized body of knowledge that is constantly studied to make new discoveries and interpretations or to improve the data, materials and methods. Also included are positions filled by trainees who meet the basic knowledge requirements and who perform work in preparation for fully professional positions."

Professional occupations are identified as such in the series definition of the occupational standard.

4. As appropriate, include any "special" knowledge or skill that would be required as a selective factor in recruitment such as "Skill in using conversational Spanish to interview witnesses."
5. Do not copy knowledge/skill requirements from qualification standards. The qualification standard gives the minimum requirements needed for applicants. Nontrainee PDs describe the kind of knowledges and skills needed to perform the work satisfactorily after the "break-in" period.
6. Avoid listing "abilities". For example, "ability to examine vouchers" is too vague to be used in evaluating Factor 1. Instead, show what the employee has to know to do the examination. The example below shows how two positions involving "ability to examine vouchers" would require different knowledges because of differences in what the employees do with the vouchers and the mental processes, insights, and understandings needed.

Wrong

Ability to examine vouchers.

Better

Knowledge of domestic travel regulations to check vouchers for compliance and accuracy of ter-

Ability to examine vouchers and
transportation accounts.

Knowledge of professional account-
ing concepts, principles, and theories
to audit the total accounting system.

7. Don't describe personal characteristics such as patience, adaptability, integrity, or creativity under Factor 1. (When important, job-related aspects of personal characteristics are credited in other ways, e.g., the need for patience is inherent in considering Factor 7, Purpose of Contacts, aspects of creativity involve Factor 2, Supervisory Controls, in the independence of action, Factor 3, Guidelines, in the judgment used, and Factor 5, Complexity, in the nature of item created.)
8. After you have completed Factor 1, doublecheck the listed knowledges and skills to assure they agree with the duties described. For example, if you list "Skill in operating an electric typewriter," the duties statement should show what the employee types.

Factor 2, Supervisory Controls

"Supervisory Controls" has three concepts:

- How the work is assigned,
 - The employee's responsibility for carrying out the work, and
 - How the work is reviewed.
- a. How is the work assigned? Supervisors have direct or indirect controls over the work in the way assignments are made, instructions are given, priorities and deadlines are set, and objectives and boundaries are defined, for example; a supervisor might make assignments with detailed instructions concerning how to do the work; with instructions only for new, difficult, or unusual aspects of the work; with suggestions for procedures; or with information only about the objective to be achieved, priorities, and deadlines.

- b. What is the employee's responsibility for carrying out the work? To what extent is the employee expected to develop the sequence and timing of various aspects of the work, to modify or recommend modification of instructions, and to participate in establishing priorities and defining objectives? For example: an employee might do the work exactly as instructed; do routine assignments independently without specific instruction; refer situations not covered by instruction to supervisor; handle all work independently according to policies, previous training, or accepted practice; or resolve conflicts which arise by determining approaches to be taken and methodology to be used.
- c. How is the work reviewed? What is the nature and extent of the review of work? For example: there may be close and detailed review of each phase of the assignment; detailed review of the finished work; spot check of finished work for accuracy; or review only for adherence to policy.

TIP: Supervisory controls in the employee's PD should "dovetail" with "supervision exercised" in the supervisor's PD. For example, if the employee's PD states that the work is accepted as being technically accurate without review, but the supervisor's PD states that detailed review is given the employee's work, one of the PD's is wrong. The facts must be rechecked and appropriate changes made.

Supervisory Controls Example #1, File Clerk

a. How Work Assigned:	<u>The file room supervisor assigns work, advises of changes of procedures, and is available for assistance when required.</u>
b. Employee Resp:	(Routine work is performed independently following set procedures.)
c. How Work Reviewed:	[(The work is reviewed for accuracy by spot-checking, the ease with which filed items are found, and through complaints from users.)]

Supervisory Controls Example #2, Clerk-Stenographer

a. How Work Assigned:	<u>The administrative law judge dictates without interruption and provides any special instructions that differ from normal procedures.</u>
b. Employee Resp:	(The clerk-stenographer independently transcribes and collates material into final form, with responsibility for format, word usage, and grammar.
c. How Work Reviewed:	[(Completed work is relied upon for accuracy; however, errors may be detected when content is reviewed.)]

Supervisory Controls Example #3, Engineer

a. How Work Assigned:	<u>The supervisor assigns work in terms of project objectives and basic priorities and is available for consultation in resolving controversial issues.</u>
b. Employee Resp:	(The engineer independently plans and carries out the projects, selecting the approaches and methods to be used in solving problems.)
c. How Work Reviewed:	[(Projects are reviewed to determine that the objectives are met and for compliance with agency policies and regulations.)]

Factor 3, Guidelines

The factor "Guidelines" has two concepts:

- The nature of guidelines for performing the work, and
 - The judgment needed to apply the guidelines or develop new guides.
- a. What guidelines are used in doing the work? Guides may be operating procedures and policies, traditional practices, or references such as desk manuals, dictionaries, style manuals, engineering handbooks, the pharmacopoeia, and the Federal Personnel Manual. Individual jobs vary in the degree to which the guidelines are specific, applicable, and available for doing the work, for example: dictionaries and style manuals are available, applicable, and specific on matters involving punctuation and spelling; a Federal Personnel Manual is available in the Personnel Office, but may not apply to a particular personnel problem; although three or four standardized tests exist for a diagnostic procedure, the operating policy may state the

conditions under which one or the other of these tests may be used.

- b. How much judgment is needed in using the guidelines? The existence of specific instructions, procedures, and policies may limit the opportunity of the employee to interpret or adapt the guidelines. On the other hand, the absence of a method for a phase of work may require the employee to use considerable judgment in researching related methods to develop a new one.

Explain the nature of guidelines and the extent to which the employee follows them explicitly or uses judgment in deciding between alternatives, in interpreting, in adapting, or in developing guidelines. Below are examples:

Guidelines Example #1, File Clerk

- | | |
|-------------|--|
| a. Guides: | <u>Written and oral guides provide specific instructions for filing material.</u> |
| b. Judgment | (A substantial portion of these instructions is easily memorized and little interpretation is necessary. When instructions do not apply, the problem is referred to the supervisor). |

Guidelines Example #2, Engineer

- | | |
|--------------|--|
| a. Guides: | <u>Guidelines include agency regulations and directives, manufacturers' catalogs and handbooks, precedents, and files of previous projects.</u> |
| b. Judgment: | (While these guidelines are generally applicable, the engineer makes adaptations in dealing with problems such as limited funds or the need to modify the facility for loads and stresses not anticipated in the original design.) |

Factor 4, Complexity

Complexity has three concepts:

- The nature of the assignment,
- The difficulty in identifying what needs to be done, and
- The difficulty and originality involved in performing the work.

Be sure to study the FES classification standard, if available, before describing this factor in the PD. The kind of information needed to describe "Complexity" differs from occupation to occupation.

- a. What is the nature of the assignment? Briefly describe the general nature and variety of the tasks, methods, functions, projects or programs carried out in the position being described.
- b. What facts or conditions does the employee consider in identifying what needs to be done? The employee may have little or no choice about what needs to be done. On the other hand, certain facts may have to be developed, checked, analyzed, interpreted, or evaluated

by the employee before work progresses. The level of difficulty in

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carrying out the work varies depending on whether the facts or conditions are clear-cut and directly apply to the problem or issue; vary according to the nature of the subject matter, phase, or problem being handled; or involve unusual circumstances and incomplete or conflicting data.

- c. After considering the facts, what actions or responses does the employee make? In some situations, the work is easily mastered; the employee takes the obvious course of action. The level of difficulty and originality increases as the employee is required to consider differences in courses of action and refine methods or develop new techniques, concepts, theories, or programs in solving problems.

Explain the three / ^{concepts} of Complexity for the position being described.

Below are examples:

Complexity Example #1, Mail Clerk

- | | |
|---------------------------------------|--|
| a. Nature of Assignment: | <u>Opens, sorts, and routes mail by general subject matter to approximately 150 delivery points and by specialized subject matter to 70-80 points.</u> |
| b. Identifying What Needs To Be Done; | (Examines the content of a variety of materials to identify and associate subject matter with closely related technical units.) |

c. Difficulty & Originality

☐ (Determines proper routing or other action to be taken.) ☐

Complexity Example #2, Clerk-Stenographer

a. Nature of Assignment:

In addition to taking and transcribing dictation with highly specialized terminology from many different dictators, performs a variety of duties such as collecting material for inclusion in the final copy.

b. Identifying What Needs To Be Done:

(Checks apparent discrepancies of statements of fact in dictated material by referring to source material in the file.)

c. Difficulty & Originality

☐ (Makes changes in wording to clarify language and to insure compliance with office correspondence rules). ☐

Complexity Example #3, Engineer

a. Nature of Assignment:

Projects involve developing designs, plans and specifications for plumbing, heating, ventilating, and air conditioning systems for multi-story office buildings, hospitals, and similar structures.

b. Identifying What Needs To Be Done:

(Considers such factors as unusual

c. Difficulty & Originality:

local conditions, increased emphasis on energy conservation, and relationship of problems and practices in related engineering fields).

[(Projects often require departing from past approaches and extending traditional techniques or developing new ones to meet major objectives without compromising design and engineering principles.)]

Factor 5, Scope and Effect

"Scope and Effect" has two concepts:

- The purpose of the work, and
- The impact of the work product or service.

a. What is the ultimate goal to be achieved in the position? "Purpose of work" concerns the end objective such as conclusions reached, decisions or recommendations made; treatment or service provided, reports written, results of tests or research performed, and approvals or denials made. More specific examples are "to prepare statistical charts," "to perform cross-match blood tests," and "to make Voice-of-America broadcasts."

NOTE: This subfactor is different from the nature of the assignment under Factor 4, Complexity. Nature of the assignment concerns the kind and variety of tasks, functions or projects required to fulfill the purpose

or objective of the work. Factor 4 deals with "how" the work is done.

b. What is the impact of the work product or service? Who or what benefits from the employee's work? For example, statistical charts help supply management officials in identifying areas needing improvement; the cross-matching of blood helps the physician in giving emergency treatment to patients; and many people in foreign countries depend on VOA broadcasts for reliable reporting of the world news.

Describe the impact of work that is performed the right way. For example, for the Construction Analyst, the impact of the work might be described as:

"The work contributes to the marketability, attractiveness, and structural soundness of housing and to the understanding and compliance with requirements for mortgage insurance. Homeowners and lending institutions are protected against major deficiencies in construction or rehabilitation of housing."

While specific credit cannot be provided for "possible consequences of error," this element is considered indirectly. It is inferred in the example that, when the Construction Analyst does not do the work properly, insurance might be approved for housing that does not meet the agency's standards; that structurally unsound homes might be purchased resulting in possible death, injury or financial ruin; that housing might be constructed that is not marketable, etc.

When "responsibility for accuracy" is important in a position, it may also affect the complexity involved and special knowledges required to maintain a level of accuracy.

Below are examples:

Scope and Effect Example #1, File Clerk

- | | |
|-------------|--|
| a. Purpose: | <u>The purpose of the work is to maintain control and reference files for incoming correspondence.</u> |
| b. Impact: | (This work contributes to the efficiency of daily operations of the Bureau.) |

Scope and Effect Example #2, Engineer

- | | |
|-------------|--|
| a. Purpose: | <u>The technical expertise provided by the engineer</u> |
| b. Impact: | (affects the designs of mechanical systems aboard floating plants and equipment used in dredging activities throughout the agency nationwide.) |

Factor 6, Personal Contacts

"Personal Contacts" is considered to be a one-part factor covering the people and conditions under which contacts are made. Describe the face-to-face, radio, or telephone contacts which the employee has in terms of the "work relationship" of the people contacted to the employee. Different kinds of contacts might be coworkers on the same project, patients receiving treatment, applicants seeking jobs, students in a class, immigrants entering the U.S.A., manufacturers' representatives selling products, contractors providing services, professors giving technical advice, and scientists consulting with other scientists. If a scientist is treated in a hospital, the "work relationship" of the scientist to the nursing team is as a patient. (Do not describe contacts with the supervisor because supervisory contacts are included under Factor 2.)

Indicate if the people come from elsewhere or the contacts occur outside the agency. Describe any unusual circumstances or conditions such as problems in making appointments, (e.g., inaccessibility of people in high-level positions) problems in identifying the role or authority of the people contacted, or the use of different ground rules for different contacts.

Below are examples:

Personal Contacts Example #1, Mail Clerk

Contacts are with coworkers, personnel on the mail route in units throughout the installation, and U.S. Postal Service employees who deliver mail to the units.

Personal Contacts Example #2, Engineer

Intra-agency personal contacts include other engineers and architects on the base, procurement personnel, officials and managers of the user services, and headquarters engineering experts who approve construction projects.
Meets with architect-engineer firms, contractors, and manufacturers involved in providing supplies/services for construction projects at the work site and at their places of business.

Factor 7, Purpose of Contacts

"Purpose of Contacts" is a one- concept factor.

Explain the purpose of the personal contacts described in Factor 6, for example: to give or exchange information; to resolve problems; to provide service; motivate, influence, or interrogate persons; or to justify, defend, negotiate, or settle matters. As appropriate, include other information which might affect the nature of the contacts, for example: dealing with people who are skeptical, uncooperative, unreceptive, hostile (such as patients or inmates); and settling controversial issues or arriving at compromise solutions with

people who have different viewpoints, goals, or objectives.

Below are examples:

Purpose of Contacts Example #1, Mail Clerk

The personal contacts involve exchange of information regarding the processing, delivering or dispatching of mail.

Purpose of Contacts Example #2, Shorthand Reporter

Contacts are made to arrange for recording the proceedings of the grand jury, identify attorneys, and secure seating charts.

Purpose of Contacts Example #3, Engineer

Resolves difficulties and controls the work performed by engineers within the offices. Some persuasion may be necessary to obtain agreement on technical points and methods that conflict with those of other engineers. Discusses contract requirements or developments with manufacturing concerns, architect-engineers and construction firms.

Factor 8, Physical Demands

"Physical Demands" is a one- concept factor.

Describe the nature of physical demands placed on the employee such as climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling, or reaching. Indicate how often and how intense the activity is (prolonged standing requires more effort than intermittent standing). Include any physical characteristics or special physical abilities needed such as specific agility or dexterity requirements.

Below are examples:

Physical Demands Example #1, Engineer

The work is mostly sedentary; however, some walking, bending, and climbing is required to inspect buildings at various stages of construction.

Physical Demands Example #2, Mine Inspector

Regularly conducts onsite inspections of underground coal mines. Much of the time is spent walking, crouching, standing, carrying heavy sampling and testing equipment, and climbing high ladders to examine shafts.

Factor 9, Work Environment

"Work Environment" is a one-part factor.

Describe the physical surroundings in which the employee works (for example, in an office where there are normal, everyday risks, in a hospital where there is possible exposure to contagious diseases, or in a coal mine where there is potential for roof falls, explosions, and fires) and any special safety regulations or precautions which must be observed to avoid mishaps or discomfort (for example, use of protective clothing or gear such as masks, gowns, coats, hard-toed boots, safety goggles, gloves, or shields).

NOTE: It is not necessary to describe normal everyday safety precautions such as use of safe work practices in an office, observance of fire regulations and traffic signals.

Below are examples:

Work Environment Example #1, Clerk

The work is performed in an office setting.

Work Environment Example #2, Nursing Assistant

Rotates to various hospital wards. Wears a surgical masks, gloves, and/or gown and uses special aseptic techniques when providing personal and nursing care to patients who have contagious diseases.

S A M P L E

Approved For Release 2001/08/07 : CIA-RDP83-01004R000100290001-2 POSITION DESCRIPTION				2. POSITION NUMBER 0000		
3. ACTION	POSITION TITLE	SCHEDULE	OCCUPATION CODE	GRADE	INITIALS	DATE
A. PMCD	Mail Clerk					
B. INITIATING OFFICE						
4. ORGANIZATIONAL TITLE OF POSITION (If any)		6. CERTIFICATION				
5. ORGANIZATIONAL LOCATION		A. EMPLOYEE			C. OFFICE REPRESENTATIVE	
		B. SUPERVISOR			D. PMCD	
7. FLSA EXEMPT/NON-EXEMPT DETERMINATION: Under the FLSA amendments of 1974 this position has been determined _____ from the overtime provisions. Date Position Reviewed: _____						
8. DESCRIPTION OF POSITION <u>Major Duties</u> <p>Performs mail duties in the central mail processing office of the Agency:</p> <ul style="list-style-type: none"> - Sorts incoming mail and issuances, including packages, telegrams, and special messages. Selects and time-stamps designated mail items. Verifies or secures enclosures. Sorts and racks mail by file designations or subject matter categories for attachment of required background information by the files section. Loads incoming mail on delivery cart and delivers it. - Picks up outgoing mail, checks for attachments and calls attention of sender to obvious discrepancies. Sorts mail picked up en route for immediate delivery to succeeding mail stops. Checks outgoing mail for completeness and conformance to applicable instructions and regulations, and sorts into various categories (e.g., chain mail, stop mail, air mail registered, certified, foreign, etc.). Wraps packages and separates different classes of mail for delivery. - Detaches file copies from outgoing mail and routes to appropriate sources. - Makes special messenger trips as requested. <p><u>Factor 1. Knowledge Required by the Position</u></p> <ul style="list-style-type: none"> - <u>Knowledge of the functions, locations, and organizational components of the Agency (to sort and deliver mail.)</u> 						

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- Knowledge of mail handling procedures (to time-stamp; obtain background information; sort by category, file designation, or subject matter; wrap for mailing; and detach file copies.)

Factor 2. Supervisory Controls

The mail supervisor makes assignments, giving specific instructions on new or revised procedures to be used. (The incumbent performs routine work on own initiative.) [Work is reviewed for conformance to established requirements. Promptness and accuracy of mail distribution is spot checked.]

Factor 3. Guidelines

Mail distribution points and delivery schedules are preestablished and are updated frequently with changes in organizational designations. Mail-handling instructions are specific. (The employee uses some judgment in expediting delivery to avoid undue delays, e.g., sorting and delivering en route.)

Factor 4. Complexity

The work involves recurring mail processing tasks, i.e., sorting, seeing that background material is attached or detached, and delivering mail to approximately 45 delivery points. (Considers the category of mail or subject matter; identifies obvious discrepancies.) [Different categories of mail receive different treatment.]

Factor 5. Scope and Effect

Accuracy and reliability in the processing and flow of mail (facilitates work accomplishment in the Agency.)

Factor 6. Personal Contacts

Contacts are with employees in the immediate office and people within the building who are designated to receive and send mail.

Factor 7. Purpose of Contacts

Contacts are for the purposes of exchanging factual information, reporting problems, making special or routine deliveries, and picking up mail.

Factor 8. Physical Demands

The work involves considerable walking with pushing or pulling of delivery carts. Packages lifted onto the carts occasionally weigh up to 25 pounds.

Factor 9. Work Environment

The incumbent observes normal safety precautions while working in the mail room and delivering mail throughout the office building.

POSITION EVALUATION WORKSHEET
(TO BE ATTACHED TO POSITION DESCRIPTION)

I. POSITION TITLE:

POSITION NUMBER:

ORGANIZATION:

CURRENT GRADE:

TYPE ALLOCATION:

BASIS FOR
EVALUATION:

P.D. REVIEW:

AUDIT:

PROJECTION:

PATTERN:

II. GRADE DETERMINING ELEMENTS:

a) PRIMARY DUTIES:

b) CRITICAL FACTORS:

III. EVALUATION DATA:

a) CSC STANDARD:

b) COMPARISONS:

c) FLSA DETERMINATION:

NON-EXEMPT:

EXEMPT:

PROFESSIONAL _____

EXECUTIVE _____

ADMINISTRATIVE _____

IV. ORGANIZATION JOB RELATIONSHIP:

(OTHER RELATED POSITIONS/IMPACT ON JOB IN QUESTION)

V. ALLOCATION DATA:

REQUESTED GRADE _____

EVALUATED GRADE _____

PMCB OFFICER _____

DATE _____

APPEAL _____

OTHER ALLOCATION DATA:

ADMINISTRATIVE _____

OFFICER _____

DATE _____

INCUMBENCY _____

PENDING GRADE REVIEW _____

VI. SUITABLE BENCHMARK POSITION:

KNOWLEDGE REQUIRED _____

SUPERVISORY CONTROLS _____

GUIDELINES _____

COMPLEXITY _____

SCOPE & IMPACT _____

PERSONAL CONTACTS _____

PURPOSE OF CONTACTS _____

PHYSICAL DEMANDS _____

WORK ENVIRONMENT _____

TOTAL POINTS _____

EXPLANATION
OF
POSITION EVALUATION WORKSHEET FORM 3883

Purpose:

- To be used for recording pertinent evaluation data to facilitate:
- 1) Preparation of survey reports.
 - 2) Elimination of the requirement to duplicate the position evaluation process at a later date for the same position.
 - 3) A better degree of job comparison.
 - 4) Provision of a history of job allocation data, appeals, etc.
 - 5) Assistance to the Position Management Officer during the "negotiation phase" with operating management.
 - 6) The development of a viable occupational code file for job comparison.
 - 7) Contribution to the development of benchmark descriptions and factor definitions as relates to FES.
 - 8) Provision of a data base for FLSA determinations.
 - 9) Service as a training aid for newly assigned Position Management officers.

Procedures:

- 1) The worksheet should be initiated immediately upon completion of position review during the evaluation process and attached to the position description.

SECTION I: Indicate current status of the position, i.e., as reflected on the S/C.

Basis for Evaluation: The data available concerning the position that has been the basis for evaluation.

SECTION II: Grade Determining Elements

- a) Primary Duties: Identify what is considered to be grade controlling.
- b) Critical Factors: Identify or briefly describe any unusual job factors as relates to Section VI of the form, i.e., specialized qualifications, significant liaison demands, absence of policy guidelines, impact of person on the job, multi-cover requirements, etc.

SECTION III: Evaluation Data

- a) CSC Standard: List standards and CSC occupational title and code to facilitate additional reference.
- b) Comparisons: List specific internal or external Agency job comparisons, i.e., title, grade, organizational location and, briefly, how the position compares.
- c) FLSA Determination: If the position is exempt, identify what criterion was applied, i.e., professional.

SECTION IV: Organization Job Relationship

Identify other positions that have an effect on the grade evaluation of the position in question, i.e., presence or lack of supervisory positions, other positions in the organization having similar or overlapping duties, etc.

SECTION V: Allocation Data

This section is to be used to record evaluation results as well as actual allocation data.

SECTION VI: Suitable Benchmark Position

Where the Position Management Officer responsible for the evaluation considers the position description and evaluation data to be consistent with sound position management concepts, a copy will be forwarded to PSB for inclusion in the PMCD code file for purposes mentioned above.

2) The evaluation worksheet is to be filed with the position description in the PMCB organizational P.D. file.

Until some degree of experience can be gained that will enable us to assess the value of the worksheet, it is requested that this form be utilized in as many cases as possible.